

Spanish 2 Curriculum

Content Area: **Language Arts**
Course(s): **Spanish 2**
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Title Page:

Spanish 2 Curriculum

5 credit course

Table of Contents:

Unit 1 Family, Friends & School

Unit 2 Shopping and Comparing

Unit 3 Taking a Trip

Unit 4 Daily Routine

Unit 5 Vacations

Unit 6 Train Travel

Unit 7 At the Restaurant

Unit 8 Celebrations

Unit 9 My Future

Statement of Purpose:

This program's purpose is to equip students with necessary knowledge, skills and attitudes in order to participate successfully in the 21st century, embrace multiculturalism and diversity including the acquisition of the Spanish language in the three modes of communication: interpretive, presentational and interpersonal. This course will cultivate communication and cultural understanding in Spanish speaking communities. Students will participate in conversations regarding family, school, communities, identity, travel, celebrations, careers, technology and global challenges. This program promotes an acquisition process that is research-based, spiraling and recursive and aligned to appropriate proficiency targets that are designed to reach **Intermediate low** or above. This curriculum reflects the philosophy and goals found in the ACTFL World

Readiness Standards and the national Standards for Foreign Language Learning in the 21st Century.

Unit 1 Family, Friends & School

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **1st Marking Period**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Review the vocabulary presented in level one associated with friends, family, home, school environment and sports (Repasos A-D). They will also review present tense verbs and the irregular verbs ser and tener, adjectives, nouns, articles, and possessive adjectives. Students will be able to communicate in the three modes of communication. Students will use target language in order to describe themselves and others and discuss their courses, relationships and sports.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.

(Topics: Compare and contrast school life and family dynamics, identify differences in lifestyles and compare and contrast homes in Latin America.

Essential Questions

1. How can I introduce myself in the target language?
2. How can I describe my family and my home?
3. How can I discuss my obligations within my home and school environment?
4. How do leisure activities play a role in the lives of Spanish speaking students?

Summative Assessment and/or Summative Criteria

Your family is hosting an exchange student from Costa Rica. You must write a letter to the exchange student in order to introduce yourself, your family and your school. You must also inform the exchange student on your obligations at home and at school. You must also describe your home and the rooms inside your home. You must apply the verbs ser and tener as well as adjectives, possessive adjectives and appropriate vocabulary.

Resources

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

McGraw Hill - Glencoe Spanish Asi se dice! Level 2

Unit Plan

Topic/Selection Timeframe	General Objectives	
Physical Characteristics And Personal Qualities 4 days	<ol style="list-style-type: none"> 1. Describe oneself by applying the verb ser. 2. Apply appropriate adjectives in order to describe one's personality and physical traits 3. Describe one's nationality and origin by using the preposition "de" 4. Identify feminine and masculine nouns and apply appropriate articles. 5. Read and comprehend short paragraphs in Spanish on topics such as personal description, family, school life and personal interactions. 	<ol style="list-style-type: none"> 1. Prompt students to discuss different Latin Amer 2. Students will describe a celebrity using appropri 3. Watch a short video of introductions: https://you
Home and Family 4 days	<ol style="list-style-type: none"> 1. Describe their home by applying the verb tener and possessive adjectives 2. Ask and respond to questions about home and family members by applying question words and the verbs ser and tener. 3. Discuss family obligations by applying "tener que". 	<ol style="list-style-type: none"> 1. Compare and contrast their family routine to tha 2. Ask and respond to questions regarding family r 3. Survey the class to record what their obligations 4. Listen to authentic audio describing a home. St 5. Listen a Podcast describing a family: https://pod991271/?fbclid=IwAR361_Y58aozFYjIxHjXBla

		6. Watch a short video of family descriptions: http://
School and After-school activities 4 days	<ol style="list-style-type: none"> 1. Identify, conjugate and apply regular verbs 2. Identify, conjugate and apply ir, estar and dar 3. Apply prepositional phrases such as al lado de, cerca de, lejos de, delante de, detrás de, alrededor de. 4. Discuss activities done in school and after school. 	<ol style="list-style-type: none"> 1. Working in pairs, students will have a map of S using prepositional phrases. For example: Está al c 2. Picture Prompt: students will have 20 seconds to the other partner goes. Students will grade each otl 3. Presentation: inform your peers on activities tee 4. Listen to a podcast of after school and weekend
Talk about sports and likes and dislikes 5 days	<ol style="list-style-type: none"> 1. Identify, conjugate and apply stem-changing verbs 2. Discuss and explain soccer, basketball, baseball and tennis. 3. Discuss likes and dislikes by applying gustar, interesar, aburrir, enfadar, molestar. 4. Identify and apply indirect object pronouns. 	<ol style="list-style-type: none"> 1. Explain to a classmate how to play a given sport 2. Sentence strips: organize the words in order to c 3. Peer to peer interview: Interview a classmate ab seconds. 4. Read a Spanish biography on Roberto Clemente https://youtu.be/fjLaO4ei1x8
Health and Wellness 4 days	<ol style="list-style-type: none"> 1. Differentiate between ser and estar 2. Describe symptoms and discuss remedies to common illnesses. 3. Recognize and apply indirect object pronouns 	<ol style="list-style-type: none"> 1. Role-play doctor and patient conversation: half i given illness/injury). Students must meet with a do Students will switch every 40 seconds. Example q 2. Picture Prompt: Explain to your younger sibling per picture to describe to the younger sibling the p 3. Listen and watch a short video on La Salud: http://

- FL.IL.7.1.IL.IPRET.1 Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- FL.IL.7.1.IL.IPERS.1 Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- FL.IL.7.1.IL.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- FL.IL.7.1.IL.PRSNT.2 Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- FL.IL.7.1.IL.PRSNT.1 Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- FL.IL.7.1.IL.IPERS.3 Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- FL.IL.7.1.IL.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- FL.IL.7.1.IL.PRSNT.4 Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- FL.IL.7.1.IL.IPERS.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- FL.IL.7.1.IL.IPRET.4 Infer the meaning of some unfamiliar words and ideas in some new contexts.

FL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
FL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
FL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
FL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use computers, chromebooks and/or iPads Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Unit 2 Shopping & Comparing

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **1st Marking Period**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will use the target language in order to: talk about buying clothes, food and compare shopping in Spanish -speaking countries with shopping in the United States.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: talking about buying clothes and foods

Essential Questions

1. How will I ask the price of items in the target language?
2. How will I express my shopping preferences?
3. How will I compare shopping in the United States to that in Latin America using saber and conocer in target language?

Summative Assessment and/or Summative Criteria

You are visiting a market in Guatemala and are shopping for your weekly groceries.

You need to ask the owner of the market stand the cost of items , which are the cheapest as well as asking him for directions to the next market stand using *saber* and *conocer*.

Resources

Resources:

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

McGraw Hill - Glencoe Spanish *Asi se dice!*

Unit Plan

Topic/Selection Timeframe	General Objectives	
Food and Clothes Shopping 15 days	<ol style="list-style-type: none"> 1. Identify, illustrate and categorize stores (retail, department, warehouse, e-tailer, convenience, supermarket) 2. Identify and discuss well-known retailers in Spanish-speaking countries. 3. Compare and contrast well-known retailers from the United States and Spanish-speaking countries 4. Identify, differentiate and conjugate <i>saber</i> and <i>conocer</i> in order to discuss what is known. 5. Order and pay for an item purchased online or in-store. 6. Compare and contrast markets and supermarkets. 7. Discuss what clothing items to wear for different seasons of the year. Discuss climate change and clothing when traveling. 	<ol style="list-style-type: none"> 1. Watch authentic commercial Spanish-speaking countries retailers may include: <i>Macy Sodimac, Éxito, Tottus</i> 2. Write an email to a friend verbs <i>saber</i> and <i>conocer</i> 3. Reading comprehension: meaning, summarize the story 4. Out of the retail stores read and why. 5. Role-play: the class is divided into groups and each group is given items needed for different events: an interview, shoes for school

		<p>must find the right “retailer”: <i>eres? ¿Que numero calzas?</i> <i>¿Hay una liquidación?</i></p> <p>6. Research and discuss the supermarkets. Create a pos</p>
<p>Comparatives and Suparlatives 5 days</p>	<p>1. Compare retail stores</p> <p>2. Apply superlatives in order to express the best, the worst, the most or the least</p>	<p>1. Compare similar retailers <i>mejor que, peor que</i></p> <p><i>For example: La ropa de Ta</i></p> <p>2. Role-play: Work with a cl or her about a mall near you</p> <p>3. Role-Play: Tell a friend a</p> <p>4. Debate: set up the class given retail store or product. what makes the given retail</p>

FL.IL.7.1.IL.IPRET.1

Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

FL.IL.7.1.IL.IPERS.1

Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

FL.IL.7.1.IL.IPERS.3

Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

FL.IL.7.1.IL.PRSNT.4

Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

FL.IL.7.1.IL.IPRET.6

Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

FL.IL.7.1.IL.IPERS.5

Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

FL.IL.7.1.IL.IPRET.4

Infer the meaning of some unfamiliar words and ideas in some new contexts.

FL.IL.7.1.IL.IPERS.2

Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

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Students set personal growth goals

Students self assessment, self monitoring of progress

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Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

Unit 3 Taking a Trip

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **2nd Marking Period**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will use the target language in order to: talk about packing for a trip and getting to the airport, talk about what you do at the airport, talk about being on an airplane and discuss air travel in South America

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on travel and lifestyles.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to travel and lifestyles.

Presentational: Students use the target language in order to discuss travel and lifestyles and use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, how to travel internationally and domestically.

Essential Questions

1. What can I expect in an airport?
2. What is the protocol for traveling by plane?
3. What regulations are put in place in order to travel internationally?

Summative Assessment and/or Summative Criteria

Your friend wants to take a trip to Costa Rica but has never been to an airport. Tell your friend what s/he should expect and what s/he should do.

Resources

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

McGraw Hill - Glencoe Spanish Asi se dice! Level 2

Unit Plan

Topic/Selection Timeframe	General Objectives	
Airplane Travel 20 Days	<ol style="list-style-type: none"> 1. Recognize and apply - go verbs such as venir, traer, hacer, salir, poner, tener, valer, caer, and oir 2. Discuss airplane travel. 3. Identify protocols at the airport. 4. Recognize and apply the present progressive tense 	<ol style="list-style-type: none"> 1. Research authentic signs speaking countries. Some g 2. Charades: One or two stu hacer la maleta, llamar al ta applying the present progre 3. Battleship: students will v a board and fill in their ship may touch each other but s side and record their hits ar team conjugates the verb fc "tocado," or "hundido." 4. ¿Qué están haciendo? Sti is happening. 5. Identify airport protocol 6. Role Play: A conversation Be sure to include gestures 7. Create a paper airplane: S world record paper airplane 8. Read about the Nazca l and watch https://youtu.b

FL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
FL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
FL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
FL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
FL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
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FL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
FL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
FL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
FL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- TECH.8.1.12.D Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- TECH.8.1.12.E Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- TECH.8.1.12.F Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit 4 Daily Routine

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **2nd Marking Period**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

In this chapter, students will build upon their language skills by learning about additional body parts and personal hygiene products. Students will also talk about their morning and evening routine.

To accomplish these goals, students will learn about reflexive verbs and the commands with the expression favor de.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on travel and lifestyles.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language in order to discuss their lifestyles, daily routines and use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to daily routines and lifestyles.

Daily routines not only affect our health and well being but are also culturally defined.

Essential Questions

1. How is my lifestyle different from those in Spanish speaking countries?
2. What are some events that form part of our daily lives?
3. How can I talk about my responsibilities at home and at school?

Summative Assessment and/or Summative Criteria

Students will write an email response to a friend's questions about their daily routine. Students will provide as much detail as they can, telling their friend everything they can about their routine, as well as places and activities they like to do together.

You must apply reflexive verbs and other present tense verbs, transitional phrases and descriptions of themselves, family and home.

Resources

<http://www.informador.com.mx/tecnologia/2010/203835/6/textear-genera-dolor-en-las-manos-y-brazos.htm>

www.state.nj.us/education/cccs www.state.nj.us/education/modelcurriculum/wl

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

McGraw Hill - Glencoe Spanish Asi se dice! Level 2

Unit Plan

Topic/Selection Timeframe	General Objectives	
Daily Routine 10 days	<ol style="list-style-type: none">1. List & label body parts: la cabeza, la espalda, el codo, el brazo, el dedo, la pierna, la rodilla, el pie, la mano, la cara, el pelo, los ojos, los dientes2. Identify, conjugate and apply reflexive verbs3. Compare and contrast lifestyles from a typical teenager in NJ and a typical teenager in Latin America4. List and identify personal care products.	<ol style="list-style-type: none">1. Draw and label a silhouette2. Watch and identify parts3. Search authentic resources that discuss daily routine. Listen and decipher the meaning/messages4. Listening comprehension in the video5. Watch a short video about6. Compare and contrast your7. Role play: You are at the

		Converse with the employe
Responsibilities 5 days	<ol style="list-style-type: none"> 1. Apply favor de in order to ask someone to do something 2. Identify and apply the phrase tener que + infinitive. To express what you have to do. 3. Identify and apply the phrase Acabar de + infinitive. To express what you have just finished or accomplished. 	<ol style="list-style-type: none"> 1. Talk about your family's https://youtu.be/MzcqgcU4 2. Role-play. A parent neec ponerte la pijama. Favor de 3. Discuss chores and respc compare your responsibiliti 4. Listen to a short story, "https://youtu.be/4RIN4zJU
Nature/Camping 5 days	<ol style="list-style-type: none"> 1. Identify camping equipment and activities. 2. Compare and contrast camping and staying at a hostel. 3. Identify and apply the present progressive: Estar + ando/iendo 	<ol style="list-style-type: none"> 1. Reading comprehension: backpacking. Some guiding privacidad como quedarse (read, ask, paraphrase). An opinion change? Why or W 2. Interpersonal Communic: to talk about the given exp the present progressive. Ex 3. Discuss camping in the (island. https://mheescape.azurewe

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FL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to

technology and practice legal and ethical behavior.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit 5 Vacations

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **3rd Marking Period**
Length: **3-4 weeks**
Status: **Not Published**

Summary of the Unit

Summary of the Unit: Students will use the target language in order to describe summer and winter activities. Students will use the preterite tense to express actions in the past.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to talk about vacations and, use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's family, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to: talking about summer and winter weather and activities.

Essential Questions

1. How will I explain activities I did in the summer and winter?
2. How does one discuss summer and winter resorts in Spanish-speaking countries.?
3. How can I present my past experiences?

Summative Assessment and/or Summative Criteria

Write an e-mail to a friend discussing what you did during a real or imaginary vacation to a Spanish-speaking country. Incorporate vocabulary of resorts and the preterit tense.

Resources

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

McGraw Hill - Glencoe Spanish *Asi se dice!*

Unit Plan

Topic/Selection Timeframe	General Objectives	
Winter Vacation 7 days	<ol style="list-style-type: none">1. Identify and discuss ski resorts in the United States and in Spanish-speaking countries2. Recognize items needed for a ski trip3. Discuss activities done in a ski resort4. Recognize and apply direct object pronouns	<ol style="list-style-type: none">1. Write a letter to a friend with <i>Que debes llevar en tu male</i>2. Research a ski resort in a the United States. Create a differences.3. Reading Comprehension Nacional Nahuel Huapi.4. Circumlocution Game: . C target language, no English. <i>the card says "abrigo," they</i><ol style="list-style-type: none">2. The other team gets to see buzz them on it and they get the target language in thirty is over.

<p>Summer Vacation 7 days</p>	<ol style="list-style-type: none"> 1. Identify and discuss a day at the beach in the United States and in Spanish-speaking countries. 2. Recognize items needed for a beach trip 3. Discuss activities done at the beach 4. Identify, apply and conjugate the present progressive 	<ol style="list-style-type: none"> 1. Write a letter to a friend with questions: <i>Que debes llevar</i> 2. Research a beach resort one from the United States. differences. 3. Listening comprehension Banus, Marbella, España
<p>Past Experiences 7 days</p>	<ol style="list-style-type: none"> 1. Identify and conjugate regular ar/er/ir verbs in the preterit tense. 2. Identify and conjugate the irregular verbs SER and IR in the preterit tense. 3. Identify past tense expressions. 	<ol style="list-style-type: none"> 1. Battleship: students will use a board and fill in their ship may touch each other but sides and record their hits and team conjugates the verb for "tocado," or "hundido." 2. Listening exercises: Listen present or in the past. 3. Interpersonal Communication: students have 30 seconds to talk about the game to apply the preterit tense. Example: Yo fui a la playa.

FL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
FL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
FL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
FL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
FL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
FL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
FL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and

	in writing.
FL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
FL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
FL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
FL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit 6 Train Travel

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **3rd Marking Period**
Length: **3 weeks**
Status: **Not Published**

Summary of the Unit

Students will use the target language to discuss train travel and train trips in Peru, Mexico and Spain. Students will be able to talk about past experiences and trips they've taken.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on train travel.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to train travel.

Presentational: Students use the target language in order to discuss train travel and use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to, geography and why train travel isn't as popular in Latin America.

Essential Questions

1. How can I travel by train around the world?
2. What's the importance of train travel in Latin America and Spain?
3. How can I express my past experiences?

Summative Assessment and/or Summative Criteria

You are going to write about an amazing trip you took to a place that you love. Include vocabulary of train travel and use the preterit tense. Be sure to give as many details of your trip and write in a certain way that your reader will also want to visit.

Resources

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

McGraw Hill - Glencoe Spanish Asi se dice! Level 2

Unit Plan

Topic/Selection Timeframe	General Objectives	
Train Travel 15 days	<ol style="list-style-type: none"> 1. Identify and apply vocabulary related to train travel 2. Discuss train trips in Peru and Spain. 3. Identify, conjugate and apply irregular verbs in the preterite tense 	<ol style="list-style-type: none"> 1. Spoons: students pass a spoon either the Spanish vocabulary word. Students are on the image. Students are on the image. Students are on the image. They want to keep the car. Spanish vocabulary word. Once all the Spanish vocabulary word. Once all the Spanish vocabulary word. The student left without a 2. Reading Comprehension: Machu Picchu and La Balsa. authentic images via Instagram. traveling to Machu Picchu. asking what your experience was. Apply the preterit tense at Machu Picchu. 3. Role Play: half of the class are tourists. Students will role play (destination and situation). a ticket, asking questions about America. 4. Listening Comprehension: Listening comprehension 5. Watch a short video of

		<p>6. Vocabulary: Watch a si https://youtu.be/bNGsPq9</p> <p>7. Compare and contrast t perfer and why?</p>
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FL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
FL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
FL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
FL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
FL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
FL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
FL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
FL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
FL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
FL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
FL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

Unit 7 At the Restaurant

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **3rd Marking Period**
Length: **3 weeks**
Status: **Not Published**

Summary of the Unit

Students will use the target language in order to: order and pay for a meal at a restaurant, identify new foods, utensils and dishes as well as discuss restaurants in Spain and Latin America

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on the restaurant.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to restaurants.

Presentational: Students use the target language in order to discuss restaurant experiences and use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited the tipping culture in Latin America and Spain.

Essential Questions

1. How can I order food in a restaurant?
2. How can I know how much my bill is and how much should I tip my server?
3. What is the tipping culture in Spanish speaking countries vs. the United States?
4. What are some typical dishes in Latin America and Spain?

Summative Assessment and/or Summative Criteria

You are telling a friend about your dining experience in Spain. Describe the restaurant, server, and the different foods you ordered. Explain how each person was responsible for paying and tipping the waiter.

Resources

<https://www.sabrosia.com/2012/06/la-cultura-de-la-propina/>

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

McGraw Hill - Glencoe Spanish Asi se dice! Level 2

Unit Plan

Topic/Selection Timeframe	General Objectives	
Restaurant Etiquette 15 days	<ol style="list-style-type: none">1. Order and pay for a meal at a restaurant2. Identify foods, eating utensils and dishes3. Discuss restaurants in Spain and Latin America and the tipping culture.4. Identify, apply and conjugate stem changing verbs in the preterit tense.	<ol style="list-style-type: none">1. Read authentic menu cuisine. Highlight words decipher what the meal2. Information gap: Hav Distribute the handouts Tell them not to look at describe their picture to differences they must fi them. After the allotted your students. Example tiene seis platos. ¿Cuá

	5. Identify and apply the passive voice	<p>3. Reading Comprehension Venn diagram illustrating the relationship between the cultures of the United States and Latin America in regards to the passive voice.</p> <p>4. Search and view authentic resources that use the passive voice. What are the most common uses of the passive voice? What is being communicated?</p> <p>5. You were hired to create a restaurant's menu. Prepare a list of menu items, including specials, name of restaurant, and location.</p>
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FL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
FL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
FL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
FL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
FL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
FL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
FL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
FL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
FL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
FL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
FL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

Unit 8 Celebrations

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **4th Marking Period**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will talk about Hispanic holidays and compare them to the holidays in the United States. Students will also talk about their childhood and what they used to do during the holiday season.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on hispanic holidays.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to hispanic holidays.

Presentational: Students use the target language in order to talk about hispanic holidays and use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to customs, traditions and beliefs in Spanish speaking countries

Essential Questions

1. How can I express what I used to do and how I used to be?
2. What beliefs drive the customs and traditions that are currently practiced in Latin America and Spain?
3. What are the differences and similarities between the customs and traditions in Spanish speaking countries and the United States?

Summative Assessment and/or Summative Criteria

You were hired by El Corte Ingles in order to create a commercial for Christmas. Include expressions,

traditions and customs that are relevant to Spain.

Resources

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

McGraw Hill - Glencoe Spanish Asi se dice! Level

Unit Plan

Topic/Selection Timeframe	General Objectives	
Holidays and Celebrations 16 days	<ol style="list-style-type: none"> 1. Identify, apply and conjugate regular and irregular verbs into the imperfect tense 2. Compare and contrast how holidays are celebrated in Latin America and the United States (Christmas, Hanukkah, New Year's, Three Kings Day, Day of the Dead, Independence Day, Patron Saint) 3. Discuss traditions in Spain and Latin America such as la loteria, la novena, fireworks, wearing specific colors for new year's...etc. 	<ol style="list-style-type: none"> 1. Watch The Book of Life or C questions: Is this a happy or sa 2. Research traditions practicee visually display the similarities 3. A friend sent you an email d and customs. She recently mov 4. Movietalk: Have students w and ask questions about the fil 5. Webquest: La Quinceañera. answer questions to share with Quinceañera. Use a graphic or; 6. Students will watch a short v identify vocabulary and discus 7. Game: Trienta Segundos: St to describe the vocabulary wor
Childhood 4 days	<ol style="list-style-type: none"> 1. Discuss chidhood memories 	<ol style="list-style-type: none"> 1. Interview: Write down four Switch partners every 35 secon Example: 7/10 estudiantes no c 2. Watch a short video of a wo

		3. Circumlocution: An interact describe the words listed on th circumlocution to get their part
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FL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
FL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
FL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
FL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
FL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
FL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
FL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
FL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
FL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
FL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
FL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
FL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

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Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

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Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit 9 My Future

Content Area: **World Languages**
Course(s): **Spanish 2**
Time Period: **4th Marking Period**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will be able to discuss their future plans and identify possible career paths. Students will discuss the importance of learning a second language.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus careers and higher education.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to careers and higher education.

Presentational: Students use the target language in order to discuss careers and higher education and use culturally appropriate gestures and intonations.

Enduring Understandings

Personal identity is developed through experiences that occur within one's school, one's community and the culture at large.

Topics that assist in the development of this understanding include, but are not limited to future plans and career goals.

Essential Questions

1. What are possible career choices after high school and college?
2. How can I express what I will do in the future?
3. What is the importance of learning a second language?

Summative Assessment and/or Summative Criteria

Imagine you are a senior and your guidance counselor wants you to write a journal entry about what your life will look like in 10 years. Where will you work and what your career will be.

Resources

www.state.nj.us/education/cccs www.state.nj.us/education/modelcurriculum/wl

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

McGraw Hill - Glencoe Spanish Asi se dice! Level 2

Unit Plan

Topic/Selection Timeframe	General Objectives	
Carrers 16 days	<ol style="list-style-type: none"> 1. Identify and describe carrers. 2. Discuss your future plans. 3. Identify, conjugate and apply regular and irregular verbs in the future tense. 	<ol style="list-style-type: none"> 1. Quien soy yo! Clues a profession. 2. Survey: students answer results, they receive a sug 3. Webquest: students are Spanish. They will search information. Compare an 4. Watch a short video ide 5. Rotating Interviews: St partners. Asking question recording what they learn 6. M.A.S.H: Have studen Students will ask questior 7. Create a resume dated : past employment

<p>Learning a Second Language 4 days</p>	<p>1. Discuss the importance of learning a second language is to your future.</p>	<p>1. Research careers and p is needed.</p> <p>2. Reading Comprehensi doesn't know what she wa careers, and future tense.</p> <p>3. Role play: interview for y organization.</p>
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FL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
FL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
FL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
FL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
FL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
FL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
FL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
FL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
FL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/21st Century Connections

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.